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ABSTRACT

The primary goal of New York City's Bilingual Pupil Services project was to improve the academic performance and linguistic proficiency of Spanish-speaking limited English proficient students in grades 1-6. The project was designed to achieve this goal through a program which trained and supervised bilingual paraprofessionals who provided direct instruction to students in designated classrooms in 14 districts throughout Manhattan, the Bronx, and Brooklyn. Through a rigorous selection and retention process, structured inservice training sessions, and close ongoing supervision, paraprofessionals were guided by field instructional specialists toward becoming more knowledgeable, conscientious, and effective teachers. In 1982-83, 55 paraprofessionals worked with 1,210 students in 24 schools. Analysis of student achievement indicates that in all areas of the curriculum--English reading, Spanish reading, and math--and at all grade levels, students demonstrated statistically significant gains; attendance was excellent. During the year, 17 of the participating paraprofessionals received their baccalaureate degrees as a result of their participation in this project; all are presently employed as fulltime teachers. And finally, the project had a sound management system with clearly articulated expectations and thorough recordkeeping, which may in fact be the cornerstone of the project's success. Appendices to this evaluation report contain evaluation materials, a description of the recruitment, screening, and orientation of paraprofessionals, inservice course syllabi, and workshop agenda. (CMG)

ED245039

BILINGUAL PUPIL SERVICES

1982-1983

# OEE Evaluation Report

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O.E.E. Evaluation Report

February, 1984

E.C.I.A. Chapter I

Grant Number: 30-00-00-01-00-00
21-83-5006

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BILINGUAL PUPIL SERVICES

1982-1983

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A SUMMARY OF THE EVALUATION
FOR THE
BILINGUAL PUPIL SERVICES PROJECT
1982-1983

The Bilingual Pupil Services project (B.P.S.), funded by E.C.I.A. Chapter I, provided basic services to 1,210 Spanish-speaking students of limited English proficiency in grades one to six. These students were enrolled in 55 classes in 24 schools, in 14 community school districts in the boroughs of Manhattan, the Bronx, and Brooklyn. The program's main purpose was to improve student achievement in the areas of English reading, Spanish reading, and mathematics.

In order to accomplish this goal the project recruited, trained, placed, and supervised 55 paraprofessionals. Project staff included a project director, an assistant project director, three field instructional specialists (F.I.S.), and three administrative workers. All maintained close cooperation and coordination with participating schools and districts.

The project had a well developed and clearly articulated system to select, train, and supervise the paraprofessionals. They were in constant contact with the field instructional specialists and received training at the school sites and at the central office. Close records of the training and supervision were maintained by all staff members. In fact, in the opinion of the evaluation team, the sound management system with clearly articulated expectations and thorough record-keeping may be the cornerstone which has contributed to the success of the B.P.S. project.

In all areas of the curriculum -- English, Spanish, and mathematics -- and at all grade levels, students demonstrated statistically significant gains in tests of reading in English and Spanish and in mathematics. Students exhibited excellent attendance rates ranging from a low of 86 percent to a high of 94 percent attendance.

During 1982-83, 17 of the participating paraprofessionals received their baccalaureate degree as a result of their participation in the project. All are presently employed as full-time teachers.

The following recommendations are made for possible program improvement:

--Allowing paraprofessionals to plan their lessons on a unit-by-unit basis;

--Integrating the monthly and weekly report forms to reduce the amount of paperwork for the F.I.S.;

--Pairing new with experienced paraprofessionals when making placement assignments to provide additional learning and supervising experience for both groups.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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## BILINGUAL PUPIL SERVICES (B.P.S.)

| | |
|---|---|
| Program Location: | 131 Livingston Street, Room 517<br>Brooklyn, New York 11201 |
| Year of Operation: | 1982-83, ninth year |
| Target Population: | 1,210 Limited English Proficient (LEP) E.C.I.A. Chapter I eligible pupils in grades one to six |
| Target Language: | Spanish |
| Program Director: | Celia M. Delgado |

### INTRODUCTION

The Bilingual Pupil Services (B.P.S.) project was funded for fiscal year 1982-83 as a continuation grant under the provision of the Educational Consolidation and Improvement Act - Chapter I. This period completes the ninth cycle for which the program has been funded. The B.P.S. project provides direct instructional services to an underachieving bilingual student population and operates within the Office of Bilingual Education (O.B.E.) of the New York City Public Schools. The project's primary goal is to enhance the academic progress and linguistic skills of Chapter I-eligible Hispanic pupils of limited English proficiency (LEP). During the 1982-83 school year, the B.P.S. project offered bilingual instructional and supportive services to 1,210 Hispanic LEP students in grades one to six. Student eligibility was determined by achievement of at least one year below grade level in Spanish reading and mathematics, a score below the twenty-first percentile on the English version of the Language Assessment Battery (LAB), and a score on the Spanish version of the LAB which exceeded the English score.

Program personnel, consisting of four professionals, provided 55 paraprofessionals with a comprehensive program of on-site, in-service training workshops and individualized assistance in the classroom. Additionally, participants engaged in college coursework through a Board of Education-sponsored program. All training activities were designed to develop teaching skills, an understanding of the foundations of bilingual education, and the development of skills in the use of curricula and materials in bilingual education. These activities were coordinated among project staff, O.B.E. personnel, school district offices, schools, and colleges attended by the trainees. The paraprofessionals were placed in 24 schools in 14 community school districts (C.S.D.) in Manhattan, Bronx, and Brooklyn to assist in providing direct instructional services to students in the classroom. Through this coordinated effort, curricula and materials were revised and developed, and parents were offered workshops and orientation sessions.

The purposes of this report are to describe project context, components, participants, and activities; to report student achievement data; to analyze and interpret project and student achievement data; and to make recommendations for project improvement.

# I. PROGRAM DESCRIPTION

## PROGRAM GOALS AND OBJECTIVES

The primary goal of the B.P.S. project was to improve the academic performance and linguistic proficiency of underachieving LEP pupils from Spanish-speaking households. The project was designed to achieve this goal through a program which trained and supervised bilingual paraprofessionals who provided direct instruction to students in designated elementary school classrooms. Through a rigorous selection and retention process, structured in-service training sessions, and close on-going supervision, paraprofessionals were guided by field instructional specialists (F.I.S.) towards becoming more knowledgeable, conscientious, and effective teachers.

The B.P.S. project had as additional goals the involvement of parents in their children's education and the development of curricula and materials appropriate for the target population.

The project stressed the following instructional and non-instructional objectives:

### Instructional Objectives

1. In Spanish reading, participating students would achieve a mean post-test raw score that would surpass their pre-test score at an .05 level of statistical significance, as measured by the Comprehensive Test of Basic Skills - Español;

2. In reading English, participating students would achieve a mean post-test raw score that would surpass their pre-test score at an .05 level of statistical significance, as measured by the Comprehensive Test of Basic Skills - Reading;

3. In mathematics, participating students would achieve a mean post-test raw score that would surpass their mean pre-test score at an .05 level of statistical significance as measured by the Comprehensive Test of Basic Skills - Mathematics.

Non-Instructional Objectives

Paraprofessionals would participate in staff development activities in which they would be supervised and trained in teaching English as a second language (E.S.L.), reading in the native and second language, and mathematics to bilingual students.

The project also had the following ancillary objectives:

1. Informing parents of project activities and seeking their involvement;

2. Developing bilingual curricular materials to meet the needs of the students served.

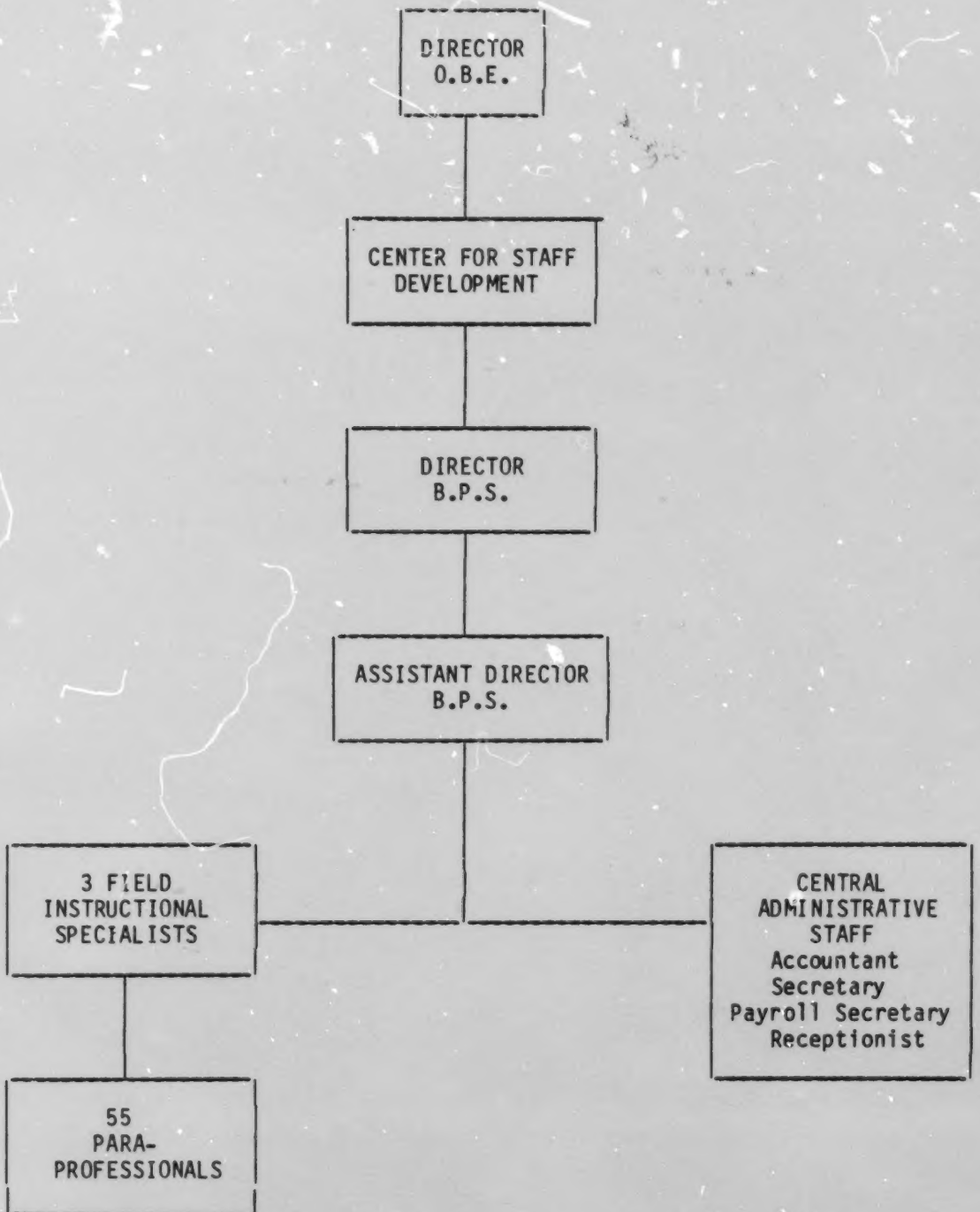
PROGRAM ORGANIZATION

The Office of Bilingual Education (O.B.E.) is a central administrative unit within the New York City Public Schools system. As a staff development and instructional services project, B.P.S. is part of the Center for Staff Development and Instructional Support Services of O.B.E. This center's major focus is to provide training to individuals involved in teaching LEP students in the city's public schools.

The B.P.S. project director reports to the director of the Center for Staff Development, who, in turn, reports to the director of O.B.E. The organization of the B.P.S. project is illustrated in Figure 1.

FIGURE 1

Organization of the Bilingual Pupil Services Project
Under the Office of Bilingual Education



PROGRAM SITES

The B.P.S. project provided each participating school with at least two full-time screened and closely supervised paraprofessionals, who continuously received in-service training, at no increase to the school district budget. Therefore, selection as a project site was a positive and sought-after designation by many schools.

Application for participation in the B.P.S. project had to be initiated by the school district and had to include the recommendations of the district superintendent and bilingual coordinator. Once participation was requested, the B.P.S. director, the assistant director, and an F.I.S. verified that the school met the following qualifications:

1. a Chapter I school which had a structured bilingual program for more than one year;
2. a concentration of LEP pupils;
3. no duplication of services (i.e., Title VII) for program-eligible pupils;
4. other supportive services were not available for program-eligible pupils;
5. targeted pupils had scored below the twenty-first percentile on the Language Assessment Battery (LAB) and fell below grade norms in reading and mathematics;
6. teachers and principal wanted the program and would comply with the paraprofessionals' need for time to attend the required B.P.S. in-service training sessions and college courses; and
7. the school and classrooms showed the greatest need of all city schools requesting B.P.S. site designation.

Project site designation was subject to change according to the school's student characteristics and needs. Such was the case in C.S.D.

7 where P.S. 27 experienced a drop in enrollment LEP pupils and was replaced with P.S. 25. The actual number of classes served also depended upon the fiscal resources available to the B.P.S. project for the year.

Table 1 lists the districts and schools participating in the B.P.S. project, as well as the district enrollments, Hispanic register, and number of Hispanic pupils identified as eligible for bilingual instruction under the Consent Decree Program (see Aspira, et. al., v. Board of Education, et. al.). The table illustrates the distribution of project sites in relation to the number of Hispanic students eligible for services.

ARTICULATION

Because paraprofessionals were widely dispersed throughout 24 schools in 14 school districts, the B.P.S. project had clearly articulated activities to maintain and reinforce communication between the project sites and units within O.B.E. These activities enabled closer control and supervision.

Specifically, the B.P.S. project staff maintained close and ongoing communication with administrators in each school, and to a lesser extent with the administration of district bilingual programs. These included both written and telephone contacts, and meetings with school principals and teachers. The project director and the assistant had both visited and were familiar with all project sites. The F.I.S., however, was the primary link between the central office and the paraprofessionals. Approximately 75 percent of the F.I.S.s' time was spent at the project sites providing supervision and maintaining channels of communication with local schools and district personnel.

TABLE 1

Participating Community School Districts

| District | District Enrollment[a] | Hispanic Enrollment[a] | Number of Eligible Pupils in District | B.P.S. Project School Sites |
|---|---|---|---|---|
| 3M[b] | 12,127 | 4,713 | 1,458 | P.145, P.163 |
| 4M | 13,757 | 8,162 | 2,313 | P.72, P.112, P.155 |
| 6M | 19,391 | 14,811 | 5,791 | P.98, P.28, P.192 |
| 7X[b] | 14,238 | 9,473 | 3,279 | P.25, P.65 |
| 8X | 21,117 | 11,252 | 2,21[illegible] | P.60, P.130 |
| 9X | 26,849 | 12,972 | 4,570 | P.90, P.114 |
| 10X | 32,608 | 18,541 | 4,164 | P.79, P.205A |
| 12X | 15,323 | 10,281 | 2,170 | P.77, P.211 |
| 13K[b] | 16,638 | 2,790 | 967 | P.133 |
| 14K | 18,470 | 12,608 | 2,095 | P.120 |
| 15K | 20,360 | 12,244 | 2,353 | P.1 |
| 17K | 25,879 | 2,808 | 853 | P.189 |
| 23K | 12,450 | 2,223 | 845 | P.155 |
| 32K | 16,020 | 11,050 | 2,726 | P.116 |

[a] Source. Annual Pupil Ethnic Census, October 29, 1982, Office of Student Information Services, N.Y.C. Board of Education.

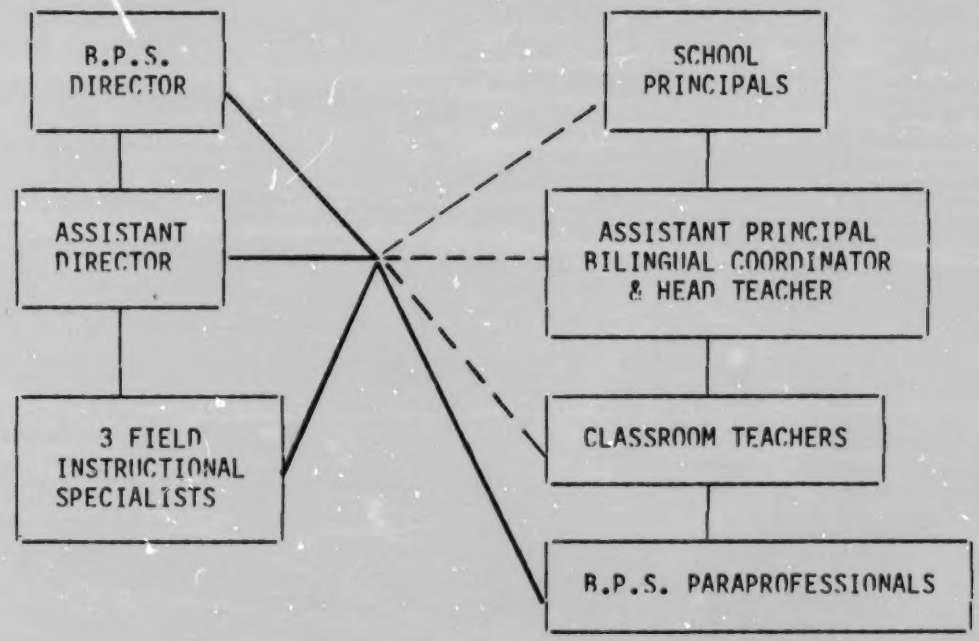
[b] (M = Manhattan, X = Bronx, K =Brooklyn).

Project staff also collaborated with other resource and training units within the community school districts, the Center for Staff Development, and with other agencies involved in providing training workshops and conferences for the bilingual educator. This cooperation took the form of presenting at or participating in scheduled workshops and conferences, and informing and inviting paraprofessionals and parents to participate in appropriate activities.

Figure 2 illustrates the interorganizational articulation networks of the B.P.S. project.

FIGURE 2

Bilingual Pupil Services Interorganizational Articulation Network




_____Direct Supervision

----------Communication and Collaboration (ongoing)

PROJECT STAFF

The following were the B.P.S. project staff positions and the responsibilities and characteristics of each.

Director

The director was responsible for the overall administration, coordination, and supervision of the project and each of its components. She functioned as program liaison with state and city officials and evaluators in the administration of the project. The director has held this position for four years and has been with the project for over ten years. She is bilingual, holds B.A. and M.S. degrees, is certified as an administrator and supervisor, and has fourteen years of combined teaching and supervision experience.

Assistant Director

The assistant director aided the director in the coordination of pupil services, in-service training, and parent/community activities with participating C.S.D.s and colleges. The assistant acted as liaison between the project and school principals, and also assisted in the orientation and supervision of three field instructional specialists. The assistant is bilingual, holds B.A. and M.S. degrees, and a certificate as an administrator and supervisor, and has nine years of teaching experience.

Field Instructional Specialists (F.I.S.)

Field instructional specialists must be bilingual (Spanish-English), be a tenured N.Y.C. licensed teacher, have a master's degree, and at least five years of teaching experience. Under the supervision

of the director and assistant director, the F.I.S. team developed and provided a variety of in-service training activities for paraprofessionals in the areas of reading, E.S.L., mathematics, materials development, and testing. Additional duties included plenary sessions to design workshops; developing, obtaining, packaging, and distributing instructional materials; insuring compliance with attendance, payroll, and testing requirements; as well as acting as liaison with district and school personnel.

During 1982-83, the B.P.S. project had three field instructional specialists. Each F.I.S. was responsible for eight schools within four or five districts, and supervised between 17 and 19 paraprofessionals. Table 2 presents the responsibilities of each F.I.S. during the academic year.

Supervision of each F.I.S. was accomplished by on-going dialogue, in addition to a system of accountability which included:

-- weekly projection chart (see Appendix A);

-- weekly summary of field visits (see Appendix B);

-- daily sign-in at and call from school site;

-- daily log of activities; and

-- paraprofessional evaluation check-list (see Appendix C).

A 1981-82 effort to have each F.I.S. report to project headquarters at the beginning and end of each work day had reduced field time to approximately 60 percent. In 1982-83, the procedure was changed by having the F.I.S. go directly to the school, sign-in, then call B.P.S. headquarters. As a result, field time was increased to 75 percent.

TABLE 7

Distribution of Workload for F.I.S.

| F.I.S. | District | School | Number of Paraprofessionals/Grade Assignment | |
|---|---|---|---|---|
| #1 | 3M | 145 | 2 | 2,6 |
| | | 163 | 3 | 2,3,6 |
| | 4M | 72 | 2 | 1,3 |
| | | 112 | 1 | 2 |
| | | 155 | 2 | 1,2 |
| | 13K | 133 | 2 | 3,4/5 |
| | 15K | 1 | 3 | 1,2,3 |
| | 32K | 116 | 2 | 2,5/6 |
| #2 | 9X | 90 | 2 | 1,3 |
| | | 114 | 2 | 1,3 |
| | 10X | 79 | 3 | 3,4,6 |
| | | 205A | 2 | 2,3 |
| | 12X | 77 | 2 | 1,3 |
| | | 211 | 2 | 1,2 |
| | 14K | 120 | 3 | 1,4,5/6 |
| | 23K | 155 | 3 | 2,3,4 |
| #3 | 6M | 28 | 2 | 2,3 |
| | | 98 | 4 | 1,1,3,4 |
| | | 192 | 2 | 2,2 |
| | 7X | 25 | 2 | 4,6 |
| | | 65 | 2 | 1,2 |
| | 8X | 60 | 3 | 3,4,6 |
| | | 130 | 2 | 2,4 |
| | | 189 | 2 | 1,2 |

Total Districts = 14

Total Schools = 24

Total Paraprofessionals/Classes = 55

Field instructional specialists were required to make daily entries into log books, which were checked weekly by the director and her assistant. The logs documented all the F.I.S.'s activities at assigned project sites and at headquarters and contained information on the school, the B.P.S. paraprofessionals, as well as other data relevant to project implementation. The logs also contained records of all contacts between the F.I.S. and site personnel, including interviews, observations, classroom descriptions, demonstration lessons, distributed resources, and developed materials. Also included were observations on individual school situations which might have implications for the functioning of the paraprofessionals, such as school support for bilingual education.

Although the record-keeping was extensive, it insured that the F.I.S. could be contacted promptly. In addition, the records and logs later enabled the project to defend its dismissal of a paraprofessional whose performance was judged to be inappropriate, despite repeated efforts by the supervising F.I.S. (In the project's nine years this was the only paraprofessional to be dismissed. It should be noted that the selection of this individual was influenced by the Board of Education policy of first assigning displaced personnel before new hirings could be made.)

In March, 1983, one F.I.S. left the project for a district level position. The duties of this individual were completed by the assistant director for the remainder of the academic year. However, to insure that the paraprofessionals' growth was correctly assessed, the departing F.I.S. completed evaluations based on eight months' performance.

Paraprofessionals

Paraprofessionals were selected on the basis of interviews, oral and written examinations of Spanish and English language proficiency, and consideration of their academic record. Those selected had at least 60 college credits, a commitment to teaching, and were judged as being able to implement the project's instructional objectives. Appendix D presents a description of the process used to select the B.P.S. paraprofessionals.

One of the primary responsibilities of the paraprofessionals was to provide bilingual instruction in E.S.L., reading, and mathematics to LEP pupils. Paraprofessionals were also required to participate in the in-service training program. In addition, they continued to attend college and make progress toward earning a bachelor's degree, state certification, and city licenses.

The project began the 1982-83 school year with 33 on-going and 17 new paraprofessionals. An additional five paraprofessionals added during the year raised the total of participants to 55. Forty-six of the paraprofessionals were female and nine were male. Of 52 paraprofessionals who responded to a project-developed questionnaire (see Appendix E), 30 were born in Puerto Rico, 15 were born in New York City of Hispanic parents, five were born in Santo Domingo, one was born in Cuba, and one was born in Ecuador. Their ages ranged from 21 to 63. Age, however, did not seem to influence progress towards college graduation or professional development.

Although paraprofessionals were free to attend any college, the Board of Education's Career Training Program paid for up to six credits

per semester for each paraprofessional at any senior college of the City University of New York. Table 3 shows the distribution of undergraduate credits by colleges, and Table 4 presents the distribution of earned college credit by age of the paraprofessionals.

Length of time in the program ranged from two months (last hired) to six years (graduated). Table 5 shows the distribution of college credits completed by length of time in program. Without exception, progress towards completion of college is evident for paraprofessionals who participated in the program for the longest period of time.

Paraprofessionals were also asked to rate their English and Spanish language proficiency in the two receptive (listening and reading) and two expressive (speaking and writing) skills on a scale of "1" (passable) to "4" (excellent) (see Appendix E.) An analysis of their self-rated language proficiency by place of birth showed that only one paraprofessional born in New York City claimed no higher than "2" in overall Spanish proficiency. Similarly, one paraprofessional born in Puerto Rico claimed no higher than "2" proficiency in English. Table 6 shows the distribution of self-rated language proficiency by place of birth.

TABLE 3

Distribution of Undergraduate Credits Completed
by Paraprofessionals by College*

| College | Number of Credits Completed | | | | Total Number of Paraprofessionals |
|---|---|---|---|---|---|
| | 60-79 | 80-99 | 100-119 | 120 or more | |
| Boricua College | 1 | 0 | 0 | 1 | 2 |
| Bronx C.C., CUNY | 0 | 1 | 0 | 0 | 1 |
| Brooklyn, CUNY | 5 | 4 | 3 | 3 | 15 |
| City College, CUNY | 2 | 6 | 4 | 4 | 16 |
| College for Human Services | 0 | 0 | 1 | 0 | 1 |
| Fordham University | 0 | 0 | 0 | 1 | 1 |
| Hunter, CUNY | 2 | 1 | 1 | 0 | 4 |
| Lehman College | 2 | 4 | 4 | 4 | 14 |
| Queens, CUNY | 0 | 0 | 1 | 0 | 1 |
| TOTAL | | | | | 55 |

*As of May, 1983.

TABLE 4

Distribution of College Credits by Age

| Age of Paraprofessionals | College Credits Completed 60-79 | 80-99 | 100-119 | 120 or more | Subtotals |
|---|---|---|---|---|---|
| Under 28 | 3 | 5 | 6 | 2 | 16 |
| 29-36 | 1 | 5 | 4 | 8 | 17 |
| 37-42 | 0 | 4 | 2 | 3 | 9 |
| 43-50 | 3 | 0 | 1 | 4 | 8 |
| Over 51 | 1 | 0 | 1 | 0 | 2 |
| Subtotals | 8 | 13 | 14 | 17 | |

TABLE 5

Distribution of College Credits Completed*
by Length of Time in Program

| Time in Program | College Credits Completed 60-79 | 80-99 | 100-119 | 120 or more | Totals |
|---|---|---|---|---|---|
| 2 mos. - 1 year | 5 | 5 | 1 | 1 | 12 |
| 1.1 to 2 years | 3 | 2 | 3 | 5 | 13 |
| 2.1 to 3 years | 0 | 1 | 3 | 3 | 7 |
| 3.1 to 4 years | 0 | 5 | 6 | 4 | 15 |
| 4.1 to 5 years | 0 | 0 | 0 | 3 | 3 |
| 5.1 to 6 years | 0 | 0 | 1 | 1 | 2 |

*As of May, 1983.

TABLE 6

Distribution of Self-Rated Language Proficiency
by Place of Birth

| Place of Birth | Spanish Proficiency Rating[a] | | | English Proficiency Rating[a] | | |
|---|---|---|---|---|---|---|
| | 2 | 3 | 4 | 2 | 3 | 4 |
| Puerto Rico | | N=5<br>17% | N=25<br>83% | N=1<br>3% | N=9<br>30% | N=20<br>67% |
| New York City | N=1<br>6% | N=7<br>47% | N=7<br>47% | | N=3<br>20% | N=12<br>80% |
| S. Domingo, Cuba, Ecuador | | N=2<br>29% | N=5<br>71% | | N=1<br>14% | N=6<br>86% |
| Overall | 2% | 31% | 67% | 2% | 25% | 73% |

[a]Rating Scale: 1 = passable
4 = excellent

Administrative Staff

Administrative staff included an accountant, a secretary, and a payroll secretary, who were respectively responsible for financial, secretarial, and clerical matters under the supervision of the director and assistant director.

## II. PROGRAM ACTIVITIES

### PLACEMENT OF PARAPROFESSIONALS

Efforts were made to place paraprofessionals in classrooms where their skills could be enhanced while at the same time their experience could benefit the pupils. A Field Placement Position Questionnaire was utilized for this purpose and is included as Appendix F.

### IN-SERVICE TRAINING

During the 1982-83 academic year, all-day (9 a.m. to 3 p.m.), weekly, in-service training workshops were held at B.P.S. headquarters in Brooklyn. The workshops were designed by the field instructional specialists, in collaboration with the director and assistant director, and utilized personnel both within and outside the project. The workshops aimed at developing the skills necessary for teaching LEP pupils and for familiarizing paraprofessionals with curricula and resources appropriate for use with this population.

In addition to providing skills and knowledge for effective lesson planning, the weekly workshops also allowed the paraprofessionals, assistant director, director, and F.I.S. to establish rapport and provided opportunities for paraprofessionals to learn from one another. An evaluator observed comfortable dialogs and exchanges between the field instructional specialists and the paraprofessionals and among the paraprofessionals themselves. Paraprofessionals did not hesitate to express their ideas or volunteer their experiences to the F.I.S.

During the fall semester (October 25, 1982 to February 7, 1983), 13 all-day workshops were held each Monday for 17 new paraprofessionals. The workshops were structured to provide the skills the new paraprofessionals needed for good instruction. Specifically, these skills included:

1. diagnosis, principles, rationale, strategies, correction, and materials for use in teaching reading in the native and second language;
2. methodology and techniques in teaching mathematics in English and Spanish;
3. developmental stages, methodology, and techniques of teaching E.S.L.; and
4. planning and implementing lessons in the three subject areas in the native and second language.

(See Appendix G for syllabi for these fall in-service courses.) For the remainder of the school year, the new paraprofessionals had only to attend monthly Friday workshops.

During the spring, 1983 semester (February 7 to May 9), ten workshops were held for 19 paraprofessionals approaching college graduation and program exit. These workshops (see Appendix H) were geared towards:

1. integrating instruction of reading, writing, and mathematics for bilingual learners;
2. creative approaches for enhancing instruction;
3. assessment, diagnosis, and grouping strategies; and
4. practical classroom management techniques.

These paraprofessionals also attended monthly Friday workshops.

Monthly Friday Workshops

In addition to the in-service training workshops, all-day workshops were held once a month on Fridays at B.P.S. headquarters. The

F.I.S., assistant director, and director assessed and planned these monthly workshops to address areas which required particular emphasis as well as to deal with matters such as testing. All paraprofessionals were required to attend. Appendix I specifies the dates and contents of these workshops.

An evaluator attended one monthly workshop held in May at the Museum of Natural History. During this all-day workshop, paraprofessionals learned how to teach fractions through music, and history and culture through crafts. Overall, the paraprofessionals reacted favorably to this workshop.

Supervision of Paraprofessionals

The R.P.S. project kept extensive records on the development of each paraprofessional through:

1. on-going informal assessments of performance;
2. the F.I.S. checklist;
3. formal observations;
4. semi-annual evaluation by the cooperating teacher;
5. annual performance evaluations conducted by the F.I.S. (see Appendix J);
6. paraprofessional's daily and weekly plan book initialed by the teacher or F.I.S. (see Appendix K);
7. pupil profiles kept by the paraprofessional; and
8. bi-weekly logs on individual pupil progress.

A R.P.S. project-prepared paraprofessional manual provided detailed instructions and forms required of the paraprofessionals.

INSTRUCTIONAL COMPONENT

Paraprofessionals were assigned to work with bilingual teachers and were placed in classes of approximately 30 pupils, with the percentages of Hispanic students ranging from 64 to 94 percent. Paraprofessionals worked within the classroom, usually in a designated area where small groups of students could work together.

Each paraprofessional was required to provide instruction in reading and mathematics to a total of 22 students in groups ranging from four to eight, to allow as much individualization as possible. Though occasionally altered to accommodate special activities or student needs, the typical paraprofessional schedule worked within the teacher's daily plan and routine.

Materials utilized by the paraprofessionals included commercially-prepared materials as prescribed by the teacher and/or the school, as well as self-developed materials. In addition to texts and books provided by the schools, the paraprofessionals utilized a variety of materials loaned from the B.P.S. materials center. Access to these materials was facilitated by the monthly workshops held at B.P.S. headquarters.

The method of teaching reading in Spanish or English varied and included audio-lingual activities, oral pattern drills, phonetic analysis, syntactic transformations, and the "cloze" completion procedure. There was evidence of individualization of instruction.

Those paraprofessionals interviewed had clearly articulated personal instructional goals and objectives congruent with the project's

philosophy. It was evident that the paraprofessionals had internalized much of what they had been trained to do.

An evaluator saw evidence of planning on a lesson-by-lesson basis (as opposed to planning by developmental units). The paraprofessionals observed, however, seemed to be limited by what the teachers wanted them to teach. Paraprofessionals do not have the perogative to plan a unit of work per pupil or group even though they may be cognizant of the pupils' needs and what the instructional goals should be for that child or group.

PARENTAL INVOLVEMENT

Parents of all pupils served by B.P.S. paraprofessionals were invited to become part of Project Parents, another centralized project operating within O.B.E. Project Parents: Awareness, Education, Involvement Program sponsored the fourth annual Hispanic parents' conference on education in November, 1982, which addressed issues such as gifted pupils, child development, "promotional gates," and diploma requirements.

In addition, parents were consistently encouraged to become active within their respective schools and districts. Informative literature on school district elections was disseminated to encourage such involvement.

STAFF DEVELOPMENT

Program staff participated in monthly, sometimes bi-monthly, in-service training sessions sponsored by the office, and others, that addressed specific training needs. Topics covered included:

1. O.B.E. Goals and Objectives for FY 1982-1983
2. Managerial Training
3. Bilingual Education: Testing and Evaluation
4. E.S.L. and Language Learning Through The Arts
5. The BESIS Survey
6. Bilingual Special Education: An Update
7. Integration of Culture into the School Curriculum
8. Citywide Bilingual Curriculum Conference
9. Introduction To Computers
10. Citywide Needs Assessment Conference: Bilingual Education - 1983 and Beyond

(See attached copy of Staff Development Calendar - Appendix M)

SELF-ASSESSMENT

B.P.S. staff demonstrated an on-going effort to improve the project by building into its workshop schedule a self-evaluation component. The last workshop session in June was designated to review and evaluate all aspects of the project. Specifically, these included: field assignments and visit; payroll, lateness, absence, mini- resource library; weekly in-service; monthly workshops; and evaluation.

Appendix L provides details of tasks and guide questions given to the groups for each specific component evaluated. B.P.S. staff analyzed these evaluations to identify possible new areas of concern and where appropriate, to incorporate recommendations into the subsequent year's workshops.

Paraprofessionals

A questionnaire (see Appendix E) asked paraprofessionals to review some skill areas which teachers could develop in pupils and to rank them in order of importance from "1" (important) to "3" (most important). A weighted average was used to analyze the responses. Table 7 shows the

overall rank order of skills which the paraprofessionals judged to be needed by the pupils.

TABLE 7

Overall Rank Order of Skills Pupils Need,
As Judged by Paraprofessionals

| | |
|---|---|
| 1. Computer Use | 9. Oratory Skills |
| 2. Reading | 10. Organization |
| 3. Writing | 11. Government |
| 4. Logic | 12.5 History |
| 5.5 Mathematics | 12.5 Visual Arts |
| 5.5 Problem Solving | 14.5 Ethics |
| 7.5 Languages | 14.5 Sports |
| 7.5 Science | |

The paraprofessionals were also asked to review a list of skills and attitudes teachers need to be effective and successful and to select and rate three areas in which they had grown. A weighted average was used to calculate the responses. Table 8 shows, arranged in the resultant rank order, with the overall percentage alongside, the skills and attitudes paraprofessionals judged to be necessary for effective teaching.

Based on this list, paraprofessionals were also asked to list personal goals for professional growth during the 1983-84 year. A few examples follow.

> "One of my goals is to individualize pupil instruction according to pupil needs and interest."

> "Help children to develop an awareness of their individual differences, and to respond positively to them."

"I plan to do my masters in emotionally handicapped children. I feel this will help me in understanding children better, especially those with emotional problems. This should help my growth in my "ability to help children feel better about themselves."

"The 3 choices I have selected are my choices as most important. For example, classroom management is of utmost importance before anything else can be done. Also instilling positive attitudes in the children you work with so that instruction would be approached with confidence. Creativity is something I will make an effort to continue to improve in because I believe boredom and routines are teachers' enemies."

"This coming year will be very challenging year for me because I might be in charge of my own classroom. I hope, I will be able to have the ability to examine and make judgments about pupils' strengths, needs, and interests. I also hope I will have the ability to sequence skills to be taught based on child developmental principles."

These quotations typify the kinds of responses given by these paraprofessionals, thus indicating a group of future teachers who are sensitive to the needs of students and aware of major educational issues.

Paraprofessionals were also asked to cite examples of pupil learning beyond those presented by the statistical data. Below are some representative quotes.

"One day, I saw a child teaching another child to decode a word. She was taking the phonics flash cards and telling her "look at the word, what do you see? How do you pronounce the 'c' with the 'a'? Try to read it."

"When one of my children was able to translate from English to Spanish the conversation his mother was having with the principal, I just stayed there and listened to the child talking in both languages and I found the meaning and need of bilingual education programs."

"One such instance I remembered was when one student from my group demonstrated how to add fractions to a group of classmates from the more 'advanced' group. I had taught this lesson a few weeks back, another teacher was reviewing it with his group. My student was observing that they were having difficulty; he then got up and explained the steps to follow to get the right answer. I was so proud that my 'slow' students had

TABLE 8

Skills and Attitudes Needed for Effective Teaching
as Ranked by Paraprofessionals

| Rank | Percent | Skills and Attitudes |
|---|---|---|
| 1 | 34.6 | ability to examine and make judgements about pupils' strengths, needs, and interests. |
| 2 | 25.0 | ability to help children feel better about themselves. |
| 3 | 21.2 | classroom management. |
| 4 | 17.3 | motivation to learn more about subject(s) I will teach. |
| 5 | 16.0 | ability to incorporate pupils' interests into instruction. |
| 6.5 | 15.4 | ability to sequence skills to be taught based on child development principles. |
| 6.5 | 15.4 | awareness of which instructional techniques work for whom. |
| 8 | 11.5 | ability to develop creative approaches for routine instruction. |
| 9 | 10.9 | development of skills and criteria for selecting materials and activities. |
| 10 | 10.3 | ability to coordinate educational activities with peers, teacher, pupils, administration. |
| 11 | 9.0 | ability to organize lessons logically, in sequence of increasing complexity. |
| 12 | 7.7 | ability to integrate training, theory in practice. |
| 13 | 7.1 | ability to organize my time. |
| 14 | 4.5 | ability to analyze sub-tasks in subject to be taught (i.e., prerequisite skills). |

learned something that I had taught them."

> "One of the students went home and taught a younger brother how to read in a storybook, how to count, and how to say certain phrases in English. It showed how motivated the student was during various lessons and wanted to share the learnings."
>
> "There is a child who could not grasp the concept of fractions. I found out he is absolutely bananas over pork chops, so I approached the problem by making (drawing) colorful pictures of 'chuletas' and I was amazed at how much he improved. Later on I found him improvising drawing 'chuletas' to attack the problems on his own."

These quotes seem to provide evidence in addition to that presented by the mean gain scores that the instructional component of the B.P.S. project is successful in aiding LEP pupils attain academic and linguistic success.

## III. FINDINGS

Students were assessed in English reading, Spanish reading, and mathematics. The Comprehensive Test of Basic Skills (C.T.B.S.), Form S, was used to measure achievement in all areas. The mathematics portion was given in the students' dominant language.

The primary assessment procedure was the correlated t-test of C.T.B.S. raw scores by grade level. This statistical analysis tests whether the pre- and post-test scores differ at a level greater than chance. This approach does not represent an estimate of student achievement in the absence of the program. A somewhat better estimate may be made with the use of Normal Curve Equivalents (N.C.E.s). An analysis of N.C.E. gains appears below.

Educational significance was determined for each grade level by calculating an "effect size," following the procedure recommended by Cohen.* An effect size for the correlated t-test is an estimate in standard deviations, freed of sample size, of the difference between means. Effect size provides additional substance to the analysis as it provides a yardstick for assessing results independent of questions of statistical significance. Cohen's recommendations for interpretation of effect sizes is as follows:

.20 = small effect size

.50 = moderate effect size

.80 = large effect size

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Tables 9, 10, and 11 contain t-tests and effect sizes for raw scores by grade level.

Raw scores were converted to N.C.E.s to compare the performance of B.P.S. students to the C.T.B.S. norms. N.C.E.s are equal-interval, normalized standard scores with a mean of 50. Expressing raw scores in terms of N.C.E.s allows for comparison to the norming population when a nationally normed test, such as the C.T.B.S. is employed. Thus, a student whose raw score is equivalent to an N.C.E. of 50 has achieved a score equal to the national average. Tables 12, 13, and 14 present student gains in the content areas expressed as N.C.E.s. Table 15 contains enrollment and attendance information by school.

As indicated in Table 9, the t-tests for C.T.B.S. raw scores in English reading were statistically highly significant for all grades. Effect sizes for grades one through four were large, indicating highly significant gains in English reading. Effect sizes were moderate for grades five and six.

Tables 10 and 11 indicate that gains for all grades in Spanish reading and mathematics were quite substantial. Both statistical significance and effect sizes were highly significant. The tables reporting raw score results indicate that program objectives were exceeded as in every single case statistical significance was better than called for. Many of the effect sizes were extraordinarily large, especially in the first three grades.

Tables 12, 13, and 14 show mean, standard deviations, and gains expressed as N.C.E.s. Gains ranged from small (mathematics achievement by sixth graders) to very substantial (for English reading in second grade). Gains in mathematics achievement were very substantial in the first three grades. Examination of the pre-test N.C.E.s for Spanish reading relative to pre-test N.C.E.s for English reading indicates that program students were generally Spanish dominant and had fairly strong skills in Spanish. Program students built on their base of Spanish language skills and made gains in all grades, which were especially impressive in the first through third grades. In all, program students showed strong patterns of achievement.

All three content areas showed a pattern of decreasing N.C.E. gains as grade level rose. This was at least partly a reflection of increased academic demands at the upper grade levels. Large initial gains also gave way to smaller ones as program students approached the mean N.C.E. (which is 50), the national average.

TABLE 9

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the C.T.B.S. by Grade and Test Level

| Test Level | Grade | N | Pre-Test Mean | Pre-Test Standard Deviation | Post-Test Mean | Post-Test Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | 1 | 301 | 15.89 | 8.11 | 32.75 | 11.99 | 16.87 | .509 | 27.84 | .0001 | 1.61 |
| C | 2 | 380 | 25.24 | 12.18 | 41.13 | 16.72 | 15.89 | .618 | 23.33 | .0001 | 1.20 |
| 1 | 3 | 255 | 19.46 | 7.34 | 30.16 | 10.90 | 10.70 | .350 | 15.82 | .0001 | .99 |
| 1 | 4 | 137 | 27.94 | 11.67 | 37.49 | 14.82 | 9.55 | .730 | 10.99 | .0001 | .94 |
| 2 | 5 | 32 | 28.97 | 11.66 | 36.09 | 15.10 | 7.13 | .541 | 3.06 | .005 | .54 |
| 2 | 6 | 135 | 35.27 | 11.88 | 41.64 | 12.31 | 6.37 | .652 | 7.34 | .0001 | .63 |

TABLE 10

Spanish Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the C.T.B.S. Espanol by Grade and Test Level

| Test Level | Grade | N | Pre-Test Mean | Pre-Test Standard Deviation | Post-Test Mean | Post-Test Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | 1 | 296 | 16.63 | 7.70 | 45.34 | 14.64 | 28.72 | .046 | 30.44 | .0001 | 1.77 |
| C | 2 | 380 | 30.12 | 12.27 | 46.02 | 14.77 | 15.90 | .673 | 27.76 | .0001 | 1.42 |
| 1 | 3 | 264 | 21.59 | 9.65 | 34.81 | 14.41 | 13.22 | .523 | 17.25 | .0001 | 1.06 |
| 1 | 4 | 137 | 31.88 | 14.69 | 39.20 | 16.55 | 7.33 | .791 | 8.36 | .0001 | .71 |
| 2 | 5 | 32 | 30.53 | 10.66 | 37.00 | 11.23 | 6.47 | .784 | 5.08 | .0001 | .90 |
| 2 | 6 | 134 | 33.51 | 11.12 | 39.84 | 12.04 | 6.32 | .731 | 8.58 | .0001 | .74 |

TABLE 11

Mathematics Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the C.T.B.S. by Grade and Test Level

| Test Level | Grade | N | Pre-Test Mean | Pre-Test Standard Deviation | Post-Test Mean | Post-Test Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | 1 | 287 | 15.15 | 7.83 | 33.10 | 11.85 | 17.95 | .329 | 25.64 | .0001 | 1.51 |
| C | 2 | 377 | 21.47 | 8.88 | 36.20 | 10.30 | 14.73 | .541 | 30.84 | .0001 | 1.59 |
| 1 | 3 | 263 | 28.31 | 11.56 | 54.55 | 17.58 | 26.24 | .345 | 24.46 | .0001 | 1.51 |
| 1 | 4 | 137 | 49.65 | 16.21 | 64.55 | 19.29 | 14.90 | .620 | 11.09 | .0001 | .95 |
| 2 | 5 | 31 | 45.52 | 12.38 | 60.97 | 12.86 | 15.45 | .544 | 7.14 | .0001 | 1.28 |
| 2 | 6 | 135 | 53.26 | 13.02 | 62.02 | 13.95 | 8.76 | .662 | 9.16 | .0001 | .79 |

TABLE 12

English Reading Achievement

Significance of Differences Between Initial
and Final Test Scores Expressed in Normal Curve Equivalents
on the C.T.B.S., by Grade and Test Level

| Test Level | Grade | N | Pre-Test Mean | Pre-Test Standard Deviation | Post-Test Mean | Post-Test Standard Deviation | Mean Difference |
|---|---|---|---|---|---|---|---|
| | 1[a] | | | | | | |
| C | 2 | 380 | 25.90 | 16.66 | 36.31 | 16.06 | 10.41 |
| 1 | 3 | 255 | 24.65 | 12.73 | 31.69 | 11.94 | 7.05 |
| 1 | 4 | 137 | 24.47 | 12.88 | 29.46 | 13.50 | 4.99 |
| 2 | 5 | 32 | 29.75 | 14.56 | 32.53 | 17.40 | 2.78 |
| 2 | 6 | 135 | 30.31 | 13.06 | 34.53 | 11.42 | 4.21 |

[a]First grade omitted as not all subtests administered.

TABLE 13

Spanish Reading Achievement

Significance of Differences Between Initial and Final Test Scores Expressed in Normal Curve Equivalents on the C.T.B.S., by Grade and Test Level

| Test Level | Grade | N | Pre-Test | | Post-Test | | Mean Difference |
|---|---|---|---|---|---|---|---|
| | | | Mean | Standard Deviation | Mean | Standard Deviation | |
| B | 1 | 294 | 35.97 | 21.46 | 53.23 | 17.42 | 17.26 |
| C | 2 | 380 | 35.33 | 16.05 | 44.29 | 15.55 | 8.96 |
| 1 | 3 | 264 | 34.09 | 15.26 | 43.38 | 16.13 | 9.30 |
| 1 | 4 | 136 | 39.24 | 17.96 | 42.40 | 18.11 | 3.16 |
| 2 | 5 | 32 | 41.78 | 14.20 | 44.34 | 12.44 | 2.56 |
| 2 | 6 | 134 | 40.01 | 10.52 | 42.46 | 9.78 | 2.45 |

TABLE 14

Mathematics Achievement

Significance of Differences Between Initial and Final Test Scores Expressed in Normal Curve Equivalents on the C.T.B.S., by Grade and Test Level

| Test Level | Grade | N | Pre-Test Mean | Pre-Test Standard Deviation | Post-Test Mean | Post-Test Standard Deviation | Mean Difference |
|---|---|---|---|---|---|---|---|
| B | 1 | 291 | 33.17 | 19.87 | 48.30 | 21.68 | 15.13 |
| C | 2 | 385 | 35.70 | 18.27 | 49.59 | 20.41 | 13.89 |
| 1 | 3 | 281 | 25.34 | 14.74 | 38.45 | 16.74 | 13.11 |
| 1 | 4 | 144 | 32.20 | 13.53 | 36.13 | 16.99 | 3.93 |
| 2 | 5 | 34 | 40.76 | 13.49 | 44.44 | 17.33 | 3.68 |
| 2 | 6 | 148 | 38.01 | 11.25 | 38.87 | 16.08 | 0.86 |

Although there were no explict evaluation objectives concerning attendance rates, it was decided to compare the attendance rates of program students with that of the general school populations. Student attendance by district, school, and grade is presented in Table 15. Attendance for the program as a whole was 89.74 percent with a range of 85.70 percent to 84.26 percent when computed by school.

A z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results are presented in Table 16. The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

Examination of the results indicates that in all cases but two, the attendance rates of program students were higher than those of the corresponding school populations. Except in one case, however, these differences were not large enough to be considered statistically significant.

TABLE 15

Program Student Attendance by District, School, and Grade

| District | School | Grade | N | Attendance |
|---|---|---|---|---|
| 3 | | | 150 | 92.24 |
| | 145 | | 62 | 91.95 |
| | | 2 | 31 | 93.87 |
| | | 6 | 31 | 90.03 |
| | 163 | | 88 | 92.44 |
| | | 1 | 32 | 89.91 |
| | | 2 | 29 | 96.07 |
| | | 6 | 27 | 91.56 |
| 4 | | | 169 | 89.58 |
| | 72 | | 49 | 93.78 |
| | | 1 | 21 | 93.43 |
| | | 3 | 28 | 94.04 |
| | 112 | | 53 | 86.15 |
| | | 1 | 26 | 87.38 |
| | | 2 | 27 | 84.96 |
| | 155 | | 68 | 87.90 |
| | | 1 | 35 | 86.71 |
| | | 2 | 33 | 89.15 |
| 6 | | | 147 | 91.84 |
| | 28 | | 58 | 94.26 |
| | | 2 | 32 | 92.41 |
| | | 3 | 26 | 96.54 |
| | 98 | | 89 | 90.27 |
| | | 1 | 60 | 89.37 |
| | | 3 | 29 | 92.14 |
| 7 | | | 98 | 89.90 |
| | 25 | | 48 | 92.08 |
| | | 4 | 32 | 90.94 |
| | | 6 | 16 | 94.38 |
| | 65 | | 50 | 87.80 |
| | | 1 | 28 | 83.93 |
| | | 2 | 22 | 92.73 |

Program Student Attendance by District, School, and Grade
(Continued)

| District | School | Grade | N | Attendance |
|---|---|---|---|---|
| 8 | | | 141 | 88.47 |
| | 60 | | 83 | 88.90 |
| | | 3 | 28 | 86.00 |
| | | 4 | 31 | 88.94 |
| | | 6 | 24 | 92.25 |
| | 130 | | 58 | 87.86 |
| | | 2 | 33 | 88.21 |
| | | 4 | 25 | 87.40 |
| 9 | | | 102 | 87.66 |
| | 90 | | 51 | 89.55 |
| | | 1 | 23 | 94.87 |
| | | 3 | 28 | 85.18 |
| | 114 | | 51 | 85.76 |
| | | 1 | 24 | 85.08 |
| | | 3 | 27 | 86.37 |
| 10 | | | 168 | 87.67 |
| | 79 | | 102 | 87.36 |
| | | 3 | 36 | 84.69 |
| | | 4 | 37 | 88.19 |
| | | 6 | 29 | 89.62 |
| | 205 | | 66 | 88.14 |
| | | 2 | 35 | 87.54 |
| | | 3 | 31 | 88.81 |
| 12 | | | 118 | 88.40 |
| | 77 | | 59 | 87.90 |
| | | 1 | 25 | 84.72 |
| | | 3 | 34 | 90.24 |
| | 211 | | 59 | 88.90 |
| | | 1 | 25 | 86.24 |
| | | 2 | 34 | 90.85 |

Program Student Attendance by District, School, and Grade
(Continued)

| District | School | Grade | N | Attendance |
|---|---|---|---|---|
| 13 | 133 | | 56 | 88.02 |
| | | 3 | 28 | 86.79 |
| | | 4 | 18 | 91.33 |
| | | 5 | 10 | 85.50 |
| 14 | 120 | | 75 | 90.51 |
| | | 1 | 26 | 84.46 |
| | | 4 | 24 | 92.33 |
| | | 5 | 10 | 95.60 |
| | | 6 | 15 | 94.67 |
| 15 | 1 | | 95 | 91.02 |
| | | 1 | 27 | 88.81 |
| | | 2 | 37 | 91.14 |
| | | 3 | 31 | 92.81 |
| 17 | 189 | | 47 | 90.60 |
| | | 1 | 19 | 89.00 |
| | | 2 | 28 | 91.68 |
| 23 | 155 | | 50 | 89.94 |
| | | 2 | 28 | 87.54 |
| | | 3 | 22 | 93.00 |
| 32 | 116 | | 60 | 91.93 |
| | | 2 | 27 | 93.11 |
| | | 5 | 18 | 92.72 |
| | | 6 | 15 | 88.87 |
| TOTAL | | | 1,525 | 89.74 |

TABLE 16

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentages of Each School

| School | School Roster | Program Roster | School Attendance | Program Attendance | Q | z | P |
|---|---|---|---|---|---|---|---|
| 145 | 850 | 62 | 90.49 | 91.95 | 9.51 | 0.392 | N.S. |
| 163 | 730 | 38 | 89.25 | 92.44 | 10.75 | 2.138 | .04 |
| 72 | 499 | 49 | 86.72 | 93.78 | 13.28 | 1.456 | N.S. |
| 112 | 529 | 53 | 82.86 | 86.15 | 17.14 | 0.636 | N.S. |
| 155 | 573 | 69 | 84.37 | 88.07 | 15.63 | 0.846 | N.S. |
| 28 | 1317 | 59 | 88.86 | 94.31 | 11.14 | 1.331 | N.S. |
| 98 | 1430 | 89 | 89.05 | 90.27 | 10.95 | 0.369 | N.S. |
| 192 | 1352 | 50 | 88.00 | 90.96 | 12.00 | 0.644 | N.S. |
| 25 | 389 | 48 | 87.87 | 92.08 | 12.13 | 0.893 | N.S. |
| 65 | 585 | 50 | 83.39 | 87.80 | 16.16 | 0.838 | N.S. |
| 60 | 651 | 83 | 83.34 | 88.90 | 16.66 | 1.359 | N.S. |
| 130 | 531 | 58 | 85.91 | 87.86 | 14.09 | 0.427 | N.S. |
| 90 | 1542 | 51 | 82.73 | 89.55 | 17.27 | 1.289 | N.S. |
| 114 | 1059 | 51 | 83.92 | 85.76 | 16.08 | 0.358 | N.S. |
| 79 | 1492 | 102 | 85.47 | 87.36 | 14.53 | 0.542 | N.S. |
| 205 | 971 | 66 | 84.78 | 88.14 | 15.22 | 0.760 | N.S. |
| 77 | 2140 | 59 | 86.55 | 87.90 | 13.45 | 0.304 | N.S. |
| 211 | 612 | 59 | 86.04 | 88.90 | 13.96 | 0.634 | N.S. |
| 133 | 359 | 56 | 88.38 | 88.02 | 11.62 | -0.084 | N.S. |
| 120 | 519 | 75 | 86.34 | 90.51 | 13.66 | 1.052 | N.S. |
| 1 | 1136 | 95 | 88.72 | 91.02 | 11.28 | 0.709 | N.S. |
| 189 | 1093 | 47 | 92.08 | 90.60 | 7.92 | -0.534 | N.S. |
| 155 | 949 | 51 | 85.76 | 90.02 | 14.24 | 1.000 | N.S. |
| 116 | 715 | 62 | 88.98 | 91.77 | 11.02 | 0.702 | N.S. |

## IV. CONCLUSIONS AND RECOMMENDATIONS

In the course of this evaluation, it is became evident that the Bilingual Pupil Services project was held in high esteem both by the participating paraprofessionals and the project site personnel. A sense of common purpose appears to permeate each person's efforts, and a commitment to high quality in education seems to motivate all program participants. The project is most certainly providing quality bilingual instruction to improve LEP student achievement in the areas of reading, mathematics, and E.S.L., and turning educational assistants into true professionals. At the end of this academic year, 17 paraprofessionals (31 percent) graduated from college and will be employed as teachers during the 1983-84 school year. Twelve paraprofessionals had taken the New York City Bilingual Common Branches license exam; 10 had taken the temporary per diem license exam; two had taken the Early Childhood license exam; one the Regular Common Branches exam; and one the Teacher of Spanish license exam.

Through its nine years of operation, the project has remained stable and structured, yet constantly evolving to meet new challenges. Specially, although its overall goals and structure remains unchanged, the format and content of in-service training has been altered to meet the needs of a changing population and to reflect the results of on-going self-evaluation.

Additionally, the B.P.S. project is respected within the complex bureaucracy of the city's school system as an example of sound management practices, careful supervision, good planning and implementation, close cooperation and coordination, and good leadership.

The following recommendations are made for possible program improvement:

1. Methods might be sought whereby teachers allow more experienced paraprofessionals to plan by units -- a skill needed when they become teachers.

2. A method might be found to condense required program documentation of field work, to reduce the amount of paperwork now required of the field instructional specialists.

3. In making paraprofessional assignments, efforts might be made to place new paraprofessionals with experienced ones to provide additional learning experience for the newer project participants, as well as peer teaching and supervising experience for the more practiced paraprofessionals.

# V. APPENDICES

131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

# WEEKLY PROJECTION CHART

FIELD INSTRUCTIONAL SPECIALIST _____ WEEK OF _____

| DAY | DATE | DIST. | SCHOOL | TIME AM/PM | CONTACT PERSON | TEL. CONTACT PERSON | COMMENTS |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
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APPENDIX A

Revised 7/81

131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 512

APPENDIX B

## FIELD INSTRUCTIONAL SPECIALISTS' SUMMARY OF WEEKLY FIELD VISITS.

FIELD INSTRUCTIONAL SPECIALISTS _____ WEEK OF _____

CODING SYSTEM: E=EXCELLENT G=GOOD F=FAIR N.I.=NEEDS IMPROVEMENT U=UNSATISFACTORY
OBSERVATIONS: F=FORMAL OBSERVATION I=INFORMAL OBSERVATION

ARAPROFESSIONAL DATA F.I.S./PARAPROFESSIONAL CONFERENCES

| ARAPROFESSIONAL | DIST. SCH. | DATE | OBSERVATION | LESSONS PLANS | PUPILS LOGS | PUPILS PROFILES | PUPIL ATTEN. | COMMENTS |
|---|---|---|---|---|---|---|---|---|
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| MEETINGS HELD WITH SCHOOL PERSONNEL | | | | MISCELLANEOUS DATA |
|---|---|---|---|---|
| PERSON/TITLE | DIST./ SCH. | DATE OF VISIT | TOPICS DISCUSSED | WORKSHOPS GIVEN |
| | | | | |
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| | | | | WORKSHOPS ATTENDED |
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| | | | | HIGHLIGHT(S) OF THE WEEK |
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| | | | | PENDING |
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BILINGUAL PUPIL SERVICES
EVALUATION CHECKLIST

APPENDIX C

PARAPROFESSIONAL _____ DIST. _____ SCHOOL _____ CLASS _____

COOP. TEACHER _____ INST.SPECIALIST _____

Rating System: E = Excellent G = Good F = Fair N.I. = Needs Improvement U = Unsatisfactory

| Date: | Rating | |
|---|---|---|
| Pupil Attendance | | |
| Spanish Reading | | |
| E.S.L. or English Reading | | |
| Mathematics | | |
| Pupil Profile Sheets | | |
| Supv. Conf. w/Teacher | | |
| Pupil Logs | | |

Additional Comments: _____

I have received and read this form: _____

**********

| Date: | Rating | |
|---|---|---|
| Pupil Attendance | | |
| Spanish Reading | | |
| E.S.L. or English Reading | | |
| Mathematics | | |
| Pupil Profile Sheets | | |
| Supv. Conf. w/Teacher | | |
| Pupil Logs | | |

Additional Comments: _____

I have received and read this form: _____

Revised 10/82



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RECRUITMENT, SCREENING, AND ORIENTATION OF PARAPROFESSIONALS

In 1980 the project received approximately 100 applications for 15 vacancies. All of the applicants were evaluated by the project staff. The educational characteristics of the applicants were carefully considered in an effort to identify each applicant's strengths and areas of need, and also to ascertain the potential for success in teaching. The screening process was carried out in a well organized manner and included the following steps (see Appendix B for samples of screening instruments):

- The applicants were notified by mail to appear at project headquarters.
- Each applicant was administered a written short answer test in English (Michigan Test of English Language Proficiency). They were also requested to write a 200 word composition in English and one in Spanish. They were allowed to select from eight topic questions, four each in English and Spanish. A typical question was "What is the importance of incorporating a pupil's interest in an instructional program and how can this be accomplished?"
- The applicants were interviewed in both English and Spanish.
- Finally, they were required to submit their college transcripts. All applicants were required to have a minimum of 60 college credits.
- The test, compositions, and interviews were scored.

- A final determination was made as to which applicants would occupy the 15 vacancies. This determination was made with the participation of the whole B.P.S. pedagogical staff. Candidates were selected based on their scores on the various instruments, on the applicants' grades on college transcripts, and the degree to which the applicants provided evidence of a desire to undertake and perform the role of B.P.S. paraprofessional, including a commitment to take part in all scheduled training activities.

Orientation was provided to new and old paraprofessionals in September, or at the time the new employee entered the project. The orientation sessions covered a variety of topics. Included among these were:

- Orientation to the Bilingual Pupil Services project
- Duties and responsibilities of paraprofessionals
- Personnel procedures
- Title I guidelines and priorities
- Role of the F.I.S. and other central office staff
- Relationship of the B.P.S. project to local district schools and other outside agencies, such as the parent advisory groups
- Project evaluation procedures
- Individual professional development
- Schedules of project reports and activities
- Statistical surveys of pupils and pupil needs
- In-service education program
- Basic classroom operations -- lesson plan preparation,

resources information, pattern drills, use of visual aids, control of classroom groups, pupil profiles

- Bibliography and glossary
- Pre and post testing procedures and schedules
- Bilingual Paraprofessional Advisory Committee
- Personal conduct

In September the school principals and directors of local bilingual programs were informed of which paraprofessionals would be assigned to their schools. New paraprofessionals were personally introduced by the F.I.S. to the directors and principals. During this time the principals were oriented concerning the responsibilities of the paraprofessionals and reminded of the school administration's responsibility in adhering to regulations governing the assignments of the B.P.S. paraprofessionals. Among these regulations were included the following:

- Under no circumstances may a paraprofessional be left alone with children in a classroom. A teacher must supervise the paraprofessional in the classroom at all times.
- The paraprofessional must not be given duties which do not appear in his/her job description unless the project is consulted of these first; for example, no lunch duty.
- The paraprofessional's time card and time sheet must be signed by the principal of the school and brought to the central office. If at any time this duty is delegated to another individual, the central office staff must be officially informed.

- The paraprofessional must report promptly and record time accurately upon arrival and departure.
- All paraprofessionals must follow appropriate procedure in reporting absences and lateness. The school and the office must be notified on the day of the absence or lateness.
- The paraprofessionals should avoid outside commitments that would make it necessary for him/her to request a modification of his/her assignment of days and hours.
- The paraprofessional must provide the school with schedules showing assignment of days and hours.
- Paraprofessionals must take their prep-periods at the same time their cooperating teachers take them. At least one of these prep-periods per week must be a supervisory conference between paraprofessional and teacher. The topics discussed at the conference will be logged by the paraprofessional and kept in a section of his/her lesson plan notebook entitled "Supervisory Conference with Cooperating Teacher".
- The participating teacher and or supervisor with the approval of the principal, must evaluate each paraprofessional's work at least twice a year. The B.P.S. project will provide the official evaluation forms to be used. This appraisal should be subject to review and annotation by the principal before it is forwarded to the project.
- All paraprofessionals will be observed formally twice a year and informally several times during the year. The first formal observation will take place from mid-November to mid-December, and the second observation will be from mid-April to mid-May.
- Use of release time (for school related matters only) must be approved by the director. Paraprofessionals are entitled to only 2 1/2 hours of release time a week. No release time in excess of two and one half hours will be approved.

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
110 Livingston Street, Brooklyn, New York 11201

O.E.E. BILINGUAL EDUCATION EVALUATION UNIT
BILINGUAL PUPIL SERVICES
Paraprofessional Questionnaire
1982-1983

Length of time in program _____

Total number of college credits completed by 6/30/83 _____

If graduating, do you have a job for September 1983? _____

Position: _____

Location: _____

_____

Licenses held: _____, _____, _____

Have you taken, or are you taking, a test for a teacher's license?

License: _____ Date: _____

License: _____ Date: _____

License: _____ Date: _____

Circle: Male Female Age _____ Place of Birth _____

Rate your language proficiency:

Passable 1 2 3 4 Excellent

| | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|
| Spanish | | | | |
| English | | | | |

Listed below are some skill areas which teachers can develop in pupils. Select three (3) that you feel children need in order to be effective adults in the 21st century. Rank them in order of importance from 1 (important) to 3 (most important).

_____ computer use
_____ consumerism
_____ ethics
_____ geography
_____ government
_____ history
_____ languages
_____ logic (i.e. ability to reason)
_____ mathematics
_____ oratory skills
_____ organization
_____ performing arts
_____ problem-solving
_____ reading
_____ research
_____ science
_____ sports
_____ visual arts
_____ writing skills
_____ _____
_____ _____
_____ _____

We are trying to find examples of pupil growth in learning beyond improved test performance.

Take some time to reflect upon your students. Can you think of instances (other than during the lesson) when a child has demonstrated the application/use/understanding of something you have taught him/her?

Please write down one such anecdote.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Listed below are some skills and attitudes teachers need to be effective and successful. Read them over carefully. Think back over this past year. In which areas do you think you have grown? Select three and rank them:

some growth 1 2 3 most growth

_____ ability to analyze sub-tasks in subject to be taught (i.e. pre-requisite skills).

_____ ability to coordinate educational activities with peers, teacher, pupils, administration.

_____ classroom management.

_____ ability to organize lessons logically, in sequence of increasing complexity.

_____ motivation to learn more about subject(s) I will teach. ..

_____ ability to sequence skills to be taught based on child developmental principles.

_____ ability to develop creative approaches for routine instruction.

_____ ability to integrate training, theory in practice.

_____ ability to help children feel better about themselves.

_____ development of skills and criteria for selecting materials and activities.

_____ awareness of which instructional techniques work for whom.

_____ ability to examine and make judgements about pupils' strengths, needs, and interests.

_____ ability to organize my time.

_____ ability to incorporate pupils' interests into instruction.

_____ other (specify) _____

Using the areas above as a guide, write two personal goals for your professional growth for academic year 1983-84.

_____

_____

_____

_____

_____

_____

APPENDIX F

THE CITY SCHOOL DISTRICT OF NEW YORK
131 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 812
522-6941

AWILDA ORTA
DIRECTOR

CELIA M. DELGADO
PROJECT DIRECTOR

## FIELD PLACEMENT POSITION QUESTIONNAIRE

Name _____ Educ. Asst._____ Educ. Assoc._____

1. What grades have you taught while employed at Bilingual Pupil Services

   Grade_____ # of months_____

   Grade_____ # of months_____

   Grade_____ # of months_____

2. What grade would you prefer for next year?

   1st choice_____

   2nd choice_____

   3rd choice_____

3. What schools have you worked at while in BPS? (specify borough)

   _____

   _____

4. Which "participating" school(s) is (are) most convenient for you to get to? (list them in order from most to least convenient).

   _____

   _____

5. Is there anything else that you would like us to consider in determining your field placement for next year?

   _____

   _____

   _____

   _____

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

# IN-SERVICE COURSE SYLLABUS

## Fall 1982 Semester

English As A Second Language

Instructor: Miriam Moreno

I. Course Objectives:

1. To provide the students with the developmental stages of teaching English as a Second Language.
2. To provide the students with the methodology and techniques of teaching English as a Second Language.
3. To provide the students with the procedure of reading to the second language learner.
4. To provide the students with audio-lingual and visual-lingual activities.
5. To prepare the students in the writing of an E.S.L. lesson plan and its execution.

II. Sessions

1 - October 25, 1982

1. Introduction - Vocabulary Development
   a. Daily routine and classroom commands
   b. Classification
   c. Dolch list

2 - November 1, 1982

1. Functional Dialogues

a. Classroom - whos, whats, where, whens, hows
b. Skit

3 - November 8, 1982

1. Pattern Drills
a. signals
b. sample drills

4 - November 15, 1982

1. Pronounciation Drills
a. Visual-lingual
b. Audio -lingual

5 - November 22, 1982

1. Teaching Reading and E.S.L.
a. Basal Readers - Basic considerations

6 - November 29, 1982

1. Experience Chart
- for whom?

7 - December 6, 1982

1. Writing and E.S.L.
a. When?
b. How?

8 - December 13, 1982

1. Christmas Learning Centers

9 - December 20, 1982

1. Games, Songs, Rhymes

10 - January 10, 1983

1. Writing Lesson Plans
a. Important Components

11 - January 24, 1983

1. Demonstration Lessons

12 - January 31, 1983

1. Demonstration Lessons

13- February 7, 1983

1. Demonstration Lessons

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

# IN-SERVICE COURSE SYLLABUS

## Fall 1982 Semester

## TEACHING READING SKILLS - ENGLISH/SPANISH

Instructor: Eugenia Montalvo

1. Course Objectives:

1. To familiarize participants with the principles and rationale for teaching the reading skills.
2. To help participants develop various strategies for teaching reading.
3. To help participants develop skills in writing behavioral objectives for reading.
4. To expose participants to the various means of diagnosing and correcting reading difficulties.
5. To help participants develop strategies for incoporating the reading skills to the other curriculum areas.
6. To expose participants to difficult commerical and teacher-made materials and their use in the classroom.
7. To help participants develop skills in creating and incorporating reading centers into the classroom.

II. Course Outline:

Session I - October 25

1. Introduction to Course
2. Reading and the bilingual child
3. Definition of terms
4. Reading-Language Arts
5. Discuss sequential levels of Reading Skills

Session II - November 1

Teaching Beginning Reading

1. Reading instruction and young children
2. Readiness for Reading
3. Beginning Reading Instruction
4. Reading to children

Session III - November 8

1. Diagnostic Testing

   a) informal reading inventory (IRI)
   b) common reading errors

2. Developing an IRI

Session IV - November 15

1. Dignostic Teaching

   a) remediation of common reading errors
   b) sample activities

2. Standardized Testing
3. Teacher Judgement

Session V - November 22

1. Oral language development
2. Vocabulary development

   a) sight vocabulary
   b) meaning vocabulary
   c) sample activities

Session VI - November 29

1. Word attack skills

   a) Spanish phonics
   b) English phonics
   c) sample activities

Session VII

1. Word attack skills

   a) structural analyses
   b) contextual analysis
   c) sample materials

Session VIII - December 6

1. Comprehension skills

   a) oral reading
   b) silent reading
   c) sample activities

Session IX - December 13

1. Christmas Learning Center

   a) development of arts and crafts

Session X - December 20

1. Materials for teaching reading/approaches

   a) basal reader approach
   b) linguistic approaches
   c) individualized approach
   d) language experience approach/experience charts
   e) interest inventories

Session XI - January 10

1. Reading Strategies

   a) Semantic Mapping
   b) Semantic Webbing

Session XII - January 27

1. Components of a Comprehensive Program

   a) Personalized Instruction
   b) whole-group literature lesson
   c) Sustained Silent Reading
   d) Oral Reading
   e) Writing
   f) Content Area Reading
   g) Projects

Session XIII - January 31

1. Lesson and Units

   a) Uniform daily lessons
   b) The matic Units

Session XIV - February 7

1. Creative Writing centers
2. Use of a classroom Library
3. Literature and Storytelling

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OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

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SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

# IN-SERVICE COURSE SYLLABUS

Fall '82 In-Service Outline

Mathematics Methodology

Instructor: Fernando Crespo

I. Objectives:

1. To provide the participants with methodology and techniques in teaching Mathematics in English and Spanish.
2. To assist participants in the selection evaluation and development of Mathematics materials and activities geared toward the needs of the students.
3. To provide participants with techniques for intergrating Mathematics into the various curriculum areas.

II. Sessions

1 - October 25, 1982

1. Introduction
   a. Course Objectives
   b. Minimum Essentials by Grade
   c. Problems and Questions
   d. Goals and Guidelines of Mathematics Programs
   e. Methodology for Elementary Math

2 - November 1, 1982

1. Curriculum Guides/Teachers Guides
   a. Review of organization, content and information
   b. General Review of Lesson Planning

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2. Informal Testing
    a. Objectives
    b. Directions
    c. Review of Formal/Informal Tests
    d. Development of Informal Test

3 - November 8, 1982

1. Sets
    a. One to one correspondence
    b. Sub-sets/empty sets
    c. Union/interception Sets

2. Cardinal/Ordinal Numbers
    a. Counting and arranging number
    b. Relationships (>, =, < )
    c. Odd/Even numbers
    d. Concept of zero

4 - November 15, 1982

1. Addition
    a. Properties of addition
    b. Addition w/carry-over

2. Subtractions
    a. Inverse operation of add./subt.
    b. Subtraction w/exchange

3. Place value/expanded notations

5 - November 22, 1982

1. Cuisinaire Rods

6 - November 29, 1982

1. Multiplication
    a. 9 x table
    b. Lattice Approach

2. Mult./Division
    a. properties
    b. Applying concepts of multiplication to division

7 - December 6, 1982

1. Lesson Planning in Mathematics
    a. Objectives
    b. Development of Lesson Plans

8 - December 13, 1982

1. Learning Centers

9 - December 20, 1982

1. Metric System

10 - January 10, 1982

1. Intergrating Math in Curriculum Areas
    a. Reading
    b. E.S.L.
    c. Science
    d. Art
    e. Social Studies

11 - January 24, 1983

1. Demonstration Lessons

12 - January 31, 1983

1. Demonstration Lessons

13 - February 7, 1983

1. Demonstration Lessons

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OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
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CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
BILINGUAL PUPIL SERVICES
CELIA M. DELGADO
PROJECT DIRECTOR

# IN-SERVICE COURSE SYLLABUS

## Spring 1983 Semester

## Graduating B.P.S. Paraprofessionals: Meeting the Special Needs of L.E.P. Children

### General Objectives:

- To help participants develop basic elements for composition writing (Spanish/English) in their students.
- To underline the continuous use of English/Spanish grammar and its integration into other areas of the curriculum.
- To familiarize participants with changes in 1) ASPIRA Consent Decree; 2) mainstreaming of L.E.P. exceptional child; 3) Bilingual Education laws; 4) Promotional Gates; 5) Motivation in a lesson.
- To provide participants with creative ideas and materials for the development of bilingual instructional materials in bilingual reading/mathematics and E.S.L.
- To suggest ways of integrating math into other areas of the curriculum.
- To expose participants to the basic considerations for developing a diagnostic and prescriptive approach to reading.
- To provide participants with necessary information for the structure and implementation of learning centers.
- To expose participants to the use of media in the classroom as a learning instrument.
- To provide participants with classroom management techniques and recordkeeping information.
- To provide participants with different methods of teaching E.S.L. and of its integration into other curriculum areas.

Session #1 - February 7, 1983

Topic: Improving Writing Skills in English/Spanish — Instructors: Eugenia Montalvo, Miriam Moreno

Time: 9:00-12:00

Topic: Composition-Content and Timing — Instructor: Julio Pedraja

Time: 1:00-3:00

Session #2 - February 14, 1983

Topic: Key Grammatical Considerations in English/Spanish — Instructor: Celia M. Delgado

Time: 9:00-12:00

Topic: Integrating Writing (English/Spanish) into other Areas of the Curriculum — Instructor: Fernando Crespo

Time: 1:00-3:00

Session #3 - March 7, 1983

Topic: Culture as Part of the E.S.L. Curriculum — Instructor: Eugenia L. Montalvo

Time: 9:00-12:00

Topic: Sample Topics for Creative Writing Activities — Instructor: Julio Pedraja

Time: 1:00-3:00

Session #4 - March 14, 1983

Topic: The Use of Role-playing and Puppetry in E.S.L. Instruction — Instructor: Fernando Crespo

Time: 9:00-3:00

Session #5 - March 21, 1983

Topic: Structure and Implementation of Learning Centers: Development of Bilingual Reading/Mathematics Material — Instructors: Julio Pedraja, Eugenia Montalvo, Fernando Crespo

Time: 9:00-3:00

Session #6 - April 11, 1983

Topic: Important Information on:
1) ASPIRA Consent Decree;
2) Mainstreaming of the L.E.P. exceptional child;
3) Bilingual Education laws;
4) Promotional Gates;
5) Motivation in a lesson

Instructors: Eugenia Montalvo
Hilda Sorrell

Time: 9:00-3:00

Session #7 - April 18, 1983

Topic: Basic Considerations for Developing a Diagnostic and Prescriptive Approach to Reading

Instructor: Eugenia Montalvo

Time: 9:00-12:00

Topic: Word Recognition and Comprehension Skills; Developing/Administering an informal reading inventory

Instructor: Fernando Crespo

Time: 1:00-3:00

Session #8 - April 25, 1983

Topic: Classroom Management and Recordkeeping

Instructors: Fernando Crespo
Yvette Ortega

Time: 9:00-12:00

Topic: The Use of Media in the Classroom: A media Experience

Instructors: Celia M. Delgado
Julio Pedraja
Rosa Garcia
Isabel Rios

Time: 9:00-3:00

Session #9 - May 2, 1983

Topic: Informal Testing-Math and Math Grouping, Classroom Management

Instructors: Isabel Rios
Rosa Garcia

Time: 9:00-3:00

Session #10 - May 9, 1983

Topic: Development of Survival Kits for teaching Reading/Math/ESL/Bilingual Writing

Instructors: Fernando Crespo
Eugenia Montalvo
Isabel Rios
Rosa Garcia
Yvette Ortega

Time: 9:00-3:00

DISTRICT WORKSHOP #1

Field Instructional Specialists: Eugenia Montalvo - Miriam Moreno - Fernando Crespo

Date: October 18, 1982

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 5th Floor Conference Area | 9:00 - 3:00 |

A G E N D A

I. Parents Conference - November 6th (3:00 - 9:15)

II. Orientation on C.T.B.S. Exam (9:15 - 10:30)

A. Grouping

1. Level B - Grade 1 - Eugenia Montalvo
2. Level C - Grade 2 - Fernando Crespo
3. Level 1 - Grades 3 and 4 - Miriam Moreno
4. Level 2 - Grades 5 and 6 - Miriam Moreno

B. Testing Instructions

1. Frustration levels of examiners and pupils
2. Exam levels and prospective sub-tests
3. Number of items per test
4. Testing procedures
   a. testing conditions
   b. timing schedule
   c. sample test items
   d. sequence of exams: English, Math, Spanish

Coffee Break (10:30 - 10:40)

III. Lesson Planning (10:40 - 12:00)
Creative Writing Experience - Topic: Halloween

IV. L U N C H (12:00 - 1:00)

V. Materials Development (1:00 - 3:00)

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #2

Field Instructional Specialists: Eugenia Montalvo, Miriam Moreno
Fernando Crespo

Date: November 5, 1982

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 2nd Floor<br>Conference Area | 8:45 - 3:00 |

A G E N D A

I. Group Dynamics

II. Administrative Matters

a. Pupil Profile Sheet - items D and E
b. Attendance Sheet - as of October 27, 1982
c. Update college data sheet
d. Target list and class schedule

III. Orientation of New Pupil Data Form

a. Green - Level B - Grade 1
b. Pink - Level C - Grade 2
c. Yellow - Level I - Grades 3 and 4
d. Blue - Level II - Grades 5 and 6

IV. Standard Pupil Data Form

a. print names
b. alphabetize
c. use ink
d. separate sheets for bridge classes
e. total scores for English, Math and Spanish

V. L U N C H

VI. Material Development - Topic: Thanksgiving

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #3

Field Instructional Specialists: Eugenia Montalvo, Miriam Moreno, Fernando Crespo

Date: December 10, 1982

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 5th Floor Conference Area | 9:00 - 3:00 |

A G É N D A

I. Group Dynamics

II. Administrative Matters

A. Mr. Pedraja - Assistant Director

B. Mrs. Caraballo - Payroll Secretary

III. Field Instructional Specialist

A. Formal Observation Schedules

B. Other Programmatic Matters

IV. Materials Development

V. Christmas Luncheon

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #4

Field Instructional Specialists: Eugenia Montalvo, Miriam Moreno, Fernando Crespo

Date: January 21, 1983

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 2nd Floor Conference Area | 8:40 - 3:00 |

A G E N D A

I. Group Dynamics

II. Administrative Matters

- college participation
- release time
- teacher evaluations
- Chancellor's Monitoring Task Force

L U N C H

III. Materials Development

- Motivational Activity for an ESL lesson

BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #5

Field Instructional Specialists: Eugenia Montalvo - Fernando Crespo

Date: March 4, 1983

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 5th Floor Conference Area | 8:40-3:00 |

A G E N D A

I. Group Dynamics Interaction

II. Administrative Information

III. Sequencial Steps for Developing Writing Skills

IV. L U N C H

V. Spring Holidays

a. Easter Arts and Crafts Activities

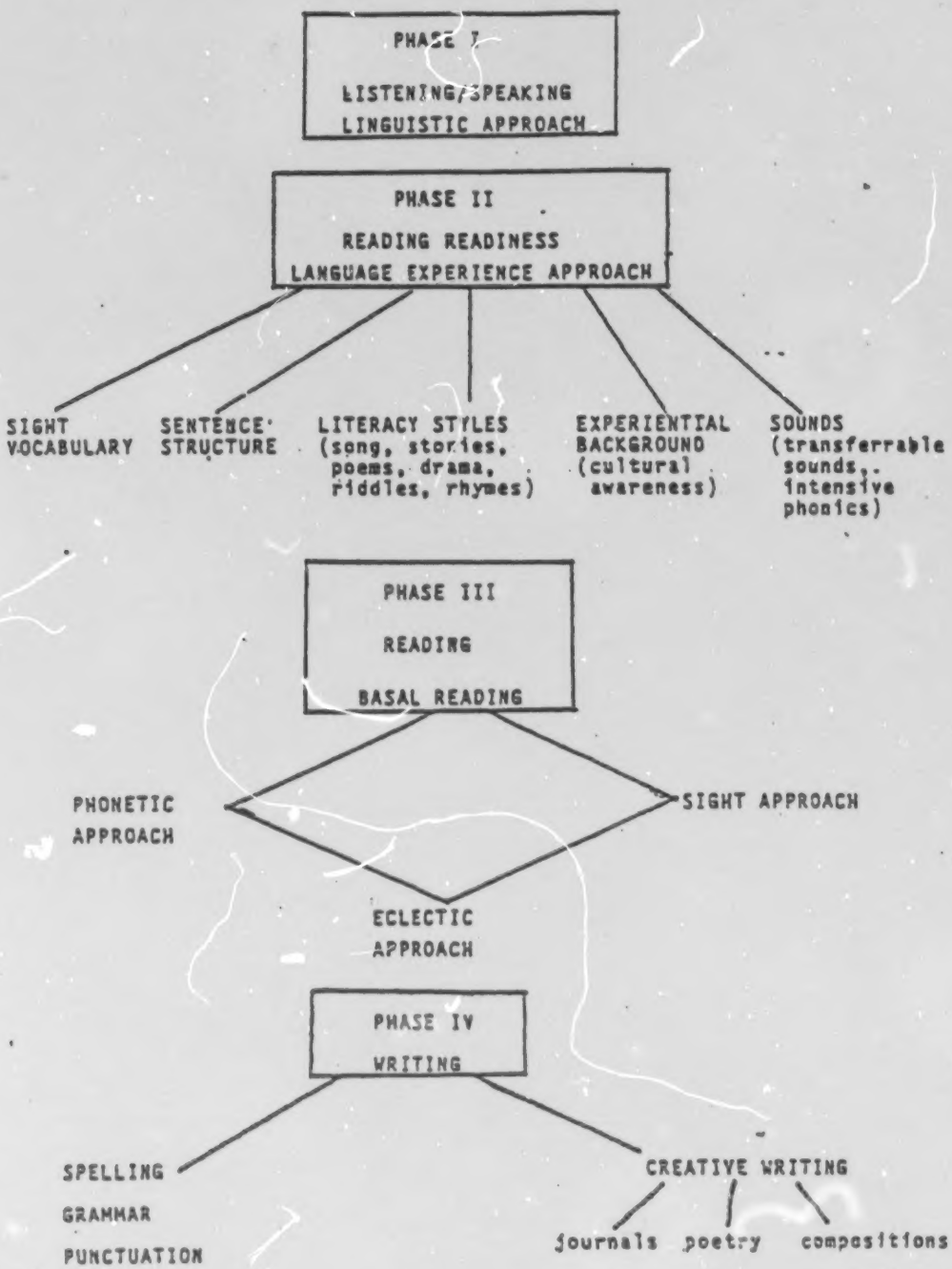
b. Cultural Awareness: The Story of Passover

WORKSHOP: READING IN SPANISH
"AN ECLECTIC APPROACH TO TEACH READING AND LANGUAGE ARTS IN THE NATIVE LANGUAGE

March 4, 1983

Presentor: Carmen E. Marin de Gracia

STEPS TO READING



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BILINGUAL PUPIL SERVICES

DISTRICT WORKSHOP #6

Field Instructional Specialists: Eugenia Montalvo - Miriam Moreno - Fernando Crespo

Date: April 8, 1983

| DISTRICT | ROOM | TIME |
|---|---|---|
| 42 | 5th Floor Conference Area | 8:40 - 3:00 |

Taller: "Lectura en Español - Metodología de la enseñanza de Lectura y Artes del lenguaje en la lengua vernácula"

Presentadora: Carmen E. Marín de Gracia
Directora Bilingüe
Escuela 206 - M

A G E N D A

A.M. Conferencia:

Tema: Lectura en Español - "Metodología de la enseñanza de Lectura y Artes del lenguage en la lengua vernácula".

I. Introducción al tema

II. Métodos para la enseñanza de lectura y artes del lenguage en Español

III. Materiales - Demostración

IV. Preguntas y discusión

P.M. Conferencia:

Tema: La enseñanza de lectura y Artes del lenguaje en Español, a travéz de la música, el drama, la poesía, y la literatura infantil."

I. Introduccion

II. Lectura y Artes del lenguaje usando música, drama, poesía y literatura infantil

a) Metodología
b) Materiales

III. Demostración

IV. Trabajo de grupos

NEW YORK CITY PUBLIC SCHOOLS
131 LIVINGSTON STREET, ROOM 512
BROOKLYN, NEW YORK 11201
OFFICE OF BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES

APPENDIX J

PARAPROFESSIONAL EVALUATION BY FIELD INSTRUCTIONAL SPECIALIST

Period Covering _____

Name of Paraprofessional _____ _____
(Last) (First)

Position Held: Educational Assistant _____ Educational Associate _____

School _____ District _____ Grade _____

Cooperating Teacher _____ F.I.S. _____

Please rate the paraprofessional using the following scale:

1-Unsatisfactory 2-Needs Improvement 3-Fair but has shown Improvement 4-Good 5-Excellent

| A. INTERPERSONAL RELATIONS | RATING | COMMENTS |
|---|---|---|
| 1. Paraprofessional's rapport with: | | |
| a. pupils | ____ | |
| b. cooperating teacher | ____ | |
| c. Field Instructional Specialist | ____ | |
| d. program's staff | ____ | |
| 2. Plans and prepares work with cooperating teacher: | ____ | |
| 3. Understands role of Field Instructional Specialist/ paraprofessional: | ____ | |
| 4. Facilitates positive group interaction: | | |
| a. at In-Service | ____ | |
| b. at Monthly Workshops | ____ | |



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| B. EVIDENCE OF COMMITMENT | RATING | COMMENTS |
|---|---|---|
| 1. Shows initiative in obtaining or making materials, and doing research for the effective teaching of lessons based on pupil needs: | ____ | |
| 2. Demonstrates ability to plan, enrich and organize learning situations: | ____ | |
| 3. Formal Lesson Evaluation: | ____ | |
| 4. Overall informal Lesson Evaluations: | ____ | |
| **C. IN-SERVICE/MONTHLY WORKSHOPS** | **RATING** | **COMMENTS** |
| 1. Participates at Monthly Workshops completes assigned work: | ____ | |
| 2. Participates at In-Service and completes assigned work: | ____ | |
| 3. Monthly Workshops:<br>a. Attendance<br>b. Punctuality | ____<br>____ | |
| 4. In-Service:<br>a. Attendance<br>b. Punctuality | ____<br>____ | |
| 5. School<br>a. Attendance<br>b. Punctuality | ____<br>____ | |

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| D. ADMINISTRATIVE OBLIGATIONS | RATING | COMMENTS |
|---|---|---|
| 1. Maintains lesson plan notebook in a neat, organized manner: | ____ | |
| 2. Prepares concise lesson plans: | ____ | |
| 3. Administrative records (i.e., pupil logs, profile sheets, attendance records, teacher-paraprofessional conferences): | ____ | |
| 4. Efficiently handles pre/post testing and completion of pupil test data retrieval forms: | ____ | |
| 5. Fulfills payroll obligations in a responsible manner: | ____ | |
| 6. Complies with regulations governing use of the program's Mini Resource Library: | ____ | |

| E. PROFESSIONAL POTENTIAL | RATING | COMMENTS |
|---|---|---|
| 1. Demonstrates ability to assume responsibility: | ____ | |
| 2. A) Is able to accept constructive criticism:<br>B) Follows up on Recommendations | ____<br>____ | |

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(Over)

Additional comments on the paraprofessional's overall performance and potential for teaching.

I have read and received a copy of this evaluation.

Date _____ _____
Educational Associate/Assistant

_____
Field Instructional Specialist

_____
Assistant Director

_____
Project Director

Revised 7/82

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DATE _____ LESSON PLAN ESL

Objective:

Motivation:

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| MATERIALS | MATERIALS | MATERIALS | MATERIALS | MATERIALS |
| PATTERN | PATTERN | PATTERN | PATTERN | PATTERN |
| DRILL | DRILL | DRILL | DRILL | DRILL |

Procedure:

Follow-up:

Games/Songs

Procedure:

Follow-up:

Games/Songs

Procedure:

Follow-up:

Games/Songs

Procedure:

Follow-up:

Games/Songs

Procedure:

Follow-up:

Games/Songs

Group I: Field Assignments/Visitations

Tasks:

1. Review current procedures and forms in making field assignments and visitations.
2. Make recommendations to improve services to field-assigned personnel, i.e. paraprofessionals, cooperating teachers.

Guide Questions:

1. What do you consider are some of the most important field needs of program paraprofessionals assigned to participating schools?
2. What recommendations would you make to program staff to improve field services, i.e. visits?
3. What changes would you recommend, if any, in regard to improving the following forms used in the field:
   a. Lesson plan
   b. Pupil log
   c. Teacher/paraprofessional conferences
   d. Administrative check list
4. If someone does not follow prescribed procedures, what would you recommend to address this problem?

Group I: Field Assignments/Visitations

Summary Report

Concerns Cited:

Recommendations:

Group II: Payroll/Latenesses and Absences/Mini-Resource Library

Tasks:

1. Examine current program procedures and forms related to: a) payroll, b) latenesses and absences, and c) Mini-Resource Library.

2. Make specific recommendations to improve all of the above-cited areas.

Guide Questions:

1. What do you consider to be some of the most important concerns regarding:

   a. Payroll
   b. Latenesses and Absences
   c. Mini-Resource Library

2. What recommendations would you make to improve procedures in each of the cited areas?

3. What changes would you recommend, if any, in regard to improving the following forms currently used:

   a. Payroll
   b. College attendance
   c. Monthly report of latenesses and absences
   d. Mini-Resource library books/material sign-out sheet

4. If someone does not follow prescribed procedures, what would you recommend to address this problem?

Group II: Payroll/Latenesses and Absences/Mini-Resource Library

Summary Report

Concerns Cited:

Recommendations:

Group III: Weekly In-Service

Tasks:

1. Review current procedures used in the In-Service program.
2. Make recommendations to improve the In-Service program to better meet the needs of the para-professionals.

Guide Questions:

1. In what pedagogical areas do you feel program participants need most guidance?
2. How can the program meet the needs of the experienced and non-experienced paraprofessionals?
3. What recommendations would you make to program staff to improve the quality of the In-Service program?
4. What changes would you recommend in the following areas:
   a. Format
   b. Topics covered
   c. Materials development

Group III: In-Service

Summary Report

Concerns Cited:

Recommendations:

Group IV: Monthly Workshops

Tasks:

1. Review current procedures used in the Monthly Workshops.
2. Make recommendations to improve the Monthly Workshops to better meet the needs of the paraprofessionals.

Guide Questions:

1. What do you perceive to be the most significant purposes of the Monthly Workshops?
2. What needs should be addressed at the Monthly Workshops, and how can the program meet these needs?
3. What recommendations would you make to program staff to improve the quality of the Monthly Workshops?
4. What changes would you recommend in the following areas?
   a. Format
   b. Topics covered
   c. Site selection
   d. Material development

Group IV: Monthly Workshops ---.

Summary Report

Concerns Cited:

Recommendations:

Group V: Evaluation

Tasks:

1. Examine current program procedures and forms used to evaluate program components and participants, i.e. paraprofessional performance.

2. Make specific recommendations to improve evaluation procedures and forms.

Guide Questions:

1. What do you consider to be some of the most important concerns regarding:

   a. paraprofessional evaluations
      . by teacher
      . by Field Instructional Specialist
   b. formal lesson evaluations
   c. informal lesson evaluations
   d. assessment of in-service/monthly workshops

2. What recommendations would you make to improve evaluation procedures to assess a paraprofessional's performance in the program? To assess the in-service/monthly workshops?

3. What changes, if any, would you recommend in regard to improving the following forms currently used to assess paraprofessional performance/quality and significance of training:

   a. Teacher/Para. Evaluation Form
   b. F.I.S./Para. Evaluation Form
   c. In-Service Evaluation Form
   d. Workshop Evaluation Form

Group V: Evaluation

Summary Report

Concerns Cited:

Recommendations:

## Pedagogical Staff Development

## Calendar

**September**

| | |
|---|---|
| 21 | O.B.E. Conference - Goals and Objectives for FY 1982-1983. |

**October**

| | |
|---|---|
| 8 | O.B.E. Managerial Training Workshop |
| 14 | Fiat America's P.R. Cultural Heritage Activity: The Flamenco Dance |

**November**

| | |
|---|---|
| 6 | O.B.E. Hispanic Parents Conference on Bilingual Education |
| 18 | Hall of the Board P.R. Cultural Heritage Activity |
| 19 | O.B.E. Workshop - Bilingual Education: Testing and Evaluation |

**December**

| | |
|---|---|
| 6 | C.C.N.Y. Workshop - E.S.L. and Language Learning Through the Arts |
| 20 | O.B.E. Christmas Around the World Cultural Activity |

**January**

| | |
|---|---|
| 28 | O.B.E. Conference: The BESIS Survey and Providing Technical Assistance to Community School Districts (C.S.D.) |

**February**

| | |
|---|---|
| 17 | C.S.D. #8X - Bilingual Education: L.E.P. Pupil Assessment |

**March**

None Held

April

| | |
|---|---|
| 8 | Bilingual Special Education: An Update |
| 15 | C.S.D. #15K - Pan American Cultural Heritage Activities: Integration into School Curriculum |

May

| | |
|---|---|
| 19 | O.B.E. Citywide Bilingual Curriculum Conference |
| 21 | B.E.S.C. - Introduction to Computers (Pre-requisite to Four-Day Summer Institute Course, July 11-14.) |
| 24 | Teacher's College Columbia- Hispanic Colloquium: Bilingual Education and the Private Sector |

June

| | |
|---|---|
| 2 | O.B.E. Citywide Needs Assessment Conference: Bilingual Education - 1983 and Beyond |